

6 month reporting date 8/02/04
 12 month reporting date 2/02/05
 Closed 3/18/05

Lake Preston School District Improvement Plan/Progress Report Form

Principle: 3 Appropriate Evaluation				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) District staff gathers information from classroom teachers and diagnostic assessment to use as functional information in the evaluation process. This information was not included in a written summary or in the present levels of performance.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The district will develop a written summary using functional information and include it as part of the present levels of performance.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) One hundred percent of the evaluations completed with have written documentation on functional assessments, and be evident in the present levels of performance.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? When evaluating a student, functional evaluation results will be written for each student 100% of the time. What data will be given to SEP to verify this objective? The NESC will spot check evaluations conducted and report to the SEP the percentages of evaluations that contained written documentation of functional assessments.	December 1st and ongoing	Resource room staff and psychologists NESC Asst. Director	Not Met	Met March '05
Please explain the data (6 month) Sixty three percent of the evaluations checked by the NESC Assistant Director contained documentation of functional assessments.				

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Please explain the data (12 month) Fifteen evaluations have been completed since August 2004. The NESC assistant director checked all fifteen files. One hundred percent contained written documentation of functional assessment.				
2. What will the district do to improve? Resource room teachers will review the functional assessment and develop present levels of performance and goals and objectives to reflect the needs of each student. What data will be given to SEP to verify this objective? Each new IEP will be checked by the NESC to ensure functional assessments are used to develop present levels of performance and goals and objectives.	On going	Resource Room teachers and NESC	Not Met	Met March '05
Please explain the data (6 month) Sixty three percent of the new IEPs used functional assessments to develop present levels of performance and goals/objectives.				
Please explain the data (12 month) Fifteen files of students that were evaluated were checked by NESC and contained functional assessments that were liked to present levels of performance and goals and objectives.				

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Principle: 3 Appropriate Evaluation
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) District staff telephones the parent but the phone calls are not documented in the student file. Staff also reported that a parent report form is sent with the prior notice and parental rights but is not always returned to the district.
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The district will document parent input into the evaluation process.

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<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>All student evaluations will show written documentation of parental input.</p>				
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>6 month progress Record date objective is met</p>	<p>12 month progress Record date objective is met</p>
<p>1. What will the district do to improve?</p> <p>When sending out prior notices for evaluation the school district will send a document for parental input into the evaluation process. This form will list the student's strengths, needs and other evaluation concerns the parent might have. A copy of the form will be dated and put into the student's file, and if the form is not returned the school will note on the copy that the form was sent and not returned.</p> <p>What data will be given to SEP to verify this objective?</p> <p>The resource room teachers will give Special Education Programs a percentage of parents who were contacted and responded with input in the child's evaluation process.</p>	<p>December 1st ongoing</p>	<p>Resource room teachers</p>	<p>Met July '04</p>	
<p>Please explain the data (6 month) 100% or 11 out of 11 files showed parent input into the evaluation process.</p>				
<p>Please explain the data (12 month)</p>				

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Principle: 3 Appropriate Evaluation				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) No assessment data was found that would assist with determining the student's interest area. Statements of needed transition services were incomplete.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. Transition services will include an assessment of the student's preferences and interests and this information will be included in the development of an outcome oriented process designed to assist the student in reaching their long term goals.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) All students sixteen, or younger if needed, will have an assessment to assist in determining the student's interest area. All needed transition services will be documented.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? Case managers working with students with special needs who are 14 years or older will meet with the NESC transition coordinator to review all transition services including assessments. What data will be given to SEP to verify this objective? The date of the in-service and those attending along with the agenda will be submitted to SEP.	February 2004	NESC	Not Met	Met March '05

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Please explain the data (6 month)
The NESC transition coordinator has met with the resource room teachers 3 times since October, and will do another in-service in August.

Please explain the data (12 month)
 The NESC transition coordinator has met with resource room teachers in August, Sept. and Nov. to review files and answer questions.

2. What will the district do to improve? All IEPs written for transition age students will have assessment information determining the student's interest areas. The statement of needed transition services will contain service recommendations for the coming year. They will identify the responsible party and dates of the services. What data will be given to SEP to verify this objective? The transition coordinator will review all files of IEPs for students 14 years and older, and submit to SEP a percentage of those documents.	January 2004 and ongoing	Resource room teachers NESC	Not Met	Met March '05
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Please explain the data (6 month)
Five out of five files showed assessments given to students to determine interest areas. Two out of five files had complete service recommendations for the coming year with responsible party and dates of services.

Please explain the data (12 month)
Eight out of eight files of students evaluated that were transition age had a transition evaluation, complete service recommendations, course of study, and transition was addressed in present levels of performance 100% of the time.

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Principle: 5 Individual Education Program
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) The district does not consistently provide an administrator at IEP meetings.

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Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. Administrator/designee will attend IEP meetings.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) An administrator/designee will attend all IEP meetings 100% of the time.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? The superintendent will assign a designee to attend all IEP meetings 100% of the time. What data will be given to SEP to verify this objective? Each special education teacher and speech therapist will keep a record of attendance at IEP meetings and turn in the results to the superintendent. The superintendent will send a percent to SEP.	November 2003 Ongoing	Special Education Teachers, Speech Therapists and superintendent	Met July '04	
Please explain the data (6 month) 100% of IEP meetings had an administrator in attendance or 31 of 31.				
Please explain the data (12 month)				